The Library of Congress'

EARLY STATE RECORDS PROJECT

converted from the original microfilm held by the
Vincent C. Immel Law Library, Saint Louis University

through the generous support of a grant from the

Council on Library and Information Resources

g.c.p. 9.17.03.

EDUCATION IN NEW MEXICO.

REPORT OF

HON. W. G. RITCH.

—o—

SECRETARY'S OFFICE,
TERRITORY OF NEW MEXICO,
Santa Fe, Dec. 31, 1874.

HON. JOHN EATON:
Commissioner of Education,
Washington, D. C.

In reply to yours of 19th September requesting a statement of the condition and progress of Education in the Territory of New Mexico, I have the honor to submit the following report. New Mexico, dates its settlement by Europeans among the oldest in the United States, runing back to 1582 and ranking next to San Augustin Florida 1565. Its people, as a class, are the decendents of the Latin race, and comprise about nine tenths of the population and hence constitute the governing class of the territory. Its early history, and down to the American occupation by Gen. Kearney, in 1846, and in truth down to the close of the rebellion in 1865, has been associated with a paternal government, more or less despotic in its administration. Its remoteness on the frontier of the Republic has afforded only a limited opportunity for its people to imbibe the characteristics and spirit of American institutions *per se*. Only a few of the industries of the country have as yet obtained a footing, and these are still in infancy. The habits of the people are simple, their necessities few and the occupation of the masses is still confined to the ranch and the herd.

The rich mineral deposits, from the heretofore unsettled condition of the country long lain dormant, have barely made a start toward reopening; hence, the demand for labor in this direction is limited and what demand there is, is mainly confined to the "Americans", so called, in contradistinction to the "Mexicans."

It will thus be seen that the territory of New Mexico presents a distinctly anomolous condition as compared with any other state or territory, with unimportant exceptions, whether considered in point of intelligence and enterprise or socially and politically. It is essential to bear these facts in mind in order to an intelligent appreciation of educational progress in this territory. Its isolation has in effect been a bar to liberty except in name, as bequeathed by the republic of Mexico. The same cause, in a great measure, has retained the country much of the time since under martial law.

THE FIRST AUTHORITATIVE ACTION

in favor of public schools in New Mexico, as appears from the journals of the provincial and departmental juntas of the territory was April 27th, 1822, immediately following the war for the independence of Mexico. These bodies at that time passed a concurrent resolution declaring it the duty, and that the provisional government would, provide means for the education of the youth of the province. Brevoort, in a pamphlet recently issued on New Mexico, says in this connection:—"Those bodies regularly made provision for the education of the youth of the country in primary education. They do not appear to have ever established any institution of learning here, or indeed to have contemplated giving any but an elementary education to the youth. The salaries provided for the teachers were small, and those at the capital were paid from the public treasury by appropriation, while in the different jurisdictional *partidos*, into which the country was divided, the prefects thereof were required to see that schools were provided; and were maintained by local taxation or from a retained portion of the revenue collected for the general treasury." Here, it is well to remark, that the peons, or slaves, which until the emancipation proclamation constituted a majority of the population, of course received no benefit of even of these primitive advantages, nor have we a right to suppose in this sparcely settled country that these advantages extended much beyond the county seats and towns of some size. The writer continues: "But since the change of government at that time, and the inauguration of new laws, usages and customs, the state, until within the last three or four years, had ceased in New Mexico to afford any encouragement whatever to the education of the rising generation in the Territory, whose legislatures have allowed one generation at least to grow up without any provision, so far as they are concerned for its education."

The present school law, the substance of which was set forth in my last annual report, was enacted by the legislature of 1871-72. This

LAW WAS SLIGHTHY MODIFED

by the last legislature, but is still very far short of a good practical school law and very far short of what the intelligent people of the territory have a right to expect. The act of 73-74 provides for annual reports from the Supervisors and Directors of public schools to the Territorial Superintendent; and from the Superintendent to the Governor. Said report to contain the "number of schools," with the number of "pupils taught"; the "number of teachers, male and female", with salary; the number of "pupils in each precinct" with "average attendance"; and the "branches taught." "In case of the sickness, or inability of any of the members of the board of supervisors, to fulfill their duties," the president of the board is "authorized to discharge the duties and exercise the power of the board of the county." Per diem of board fixed at $3, payable out of the county funds.

The Superintendent of public schools is made ex-officio Territorial Librarian, vested with the duties and to receiver the "emoluments." This would give the officer a salary of $300 per year for the performance of the duties of the two offices. Stationery and blanks are also provided.

In this connection it may also be stated that the list of exemptions from taxation were reduced and a stringent law enacted for the enforcement of the collection of taxes.

The latter enactments, if properly enforced, could scarcely fail of materially increasing the amount of the school fund. It may also be remarked that the Governor has, thus far failed to appoint a Territorial Superintendent under the new law. It is obvious that the radical defect of the law, in not vesting proper authority in the superintendent, and the beggarly pittance of a salary, are sufficient cause, for the failure to appoint. No person, who possesses the proper experience and ability to fill the duties of the office in the present unorganized condition of the schools of the territory; to say nothing of performing other duties required, can accomplish anything at all satisfactory under the law or for a moment afford to accept it on the salary, in this land of high prices and expensive travelling over magnificent distances. The moral grandure of the position certainly would be a rather poor compensation.

The present condition of the schools,

is represented in the following tabular statement for the year 1874.

COUNTIES.	No. of Public Schools.	No. of Children in attendance.	No. of Teachers.	Teachers wages per mo. ave'ge	No. mos. school taught. ave'ge	English or Spanish.		School Fund.	School houses owned.		Value of school property own'd	No. Private Schools.	No. of Scholars in attendance.	No. of months taught.	English or Spanish.		No. Teachers.
Bernalillo,	15	682	17	27.69	5.5	2E&S	13S	4337.65				2	40	7	1E	1S	2
Colfax,	7	113	7	44.28	5.5	6E	1S	2155.26									
Doña Ana,	5	226	5	25.86	11.6	1E	4S	1564.24	1	500		2	45	10	1E&S	1E	4
Grant,	3	116	3	42.85	4.7	1E&S	2E	1476.38									
Lincoln, *no report*																	
Mora,	10	459	13	18.84	5.2	4E&S	6E	1294.99				5	142	8.7	4E&S	1S	20
Rio Arriba,	16	350	16	13.75	2	2E&S	14S	616.87				2	40	3		2S	2
Santa Ana, *no report*.																	
Santa Fe,	10	710	17	34.88	6.8	6E&S	4S	7295.85	1	2500		5	193	10	2E&S	1S	14
San Miguel,	22	1030	28	27.54	8	5E&S	17S	6008.00	2	1300		9	340	5.9	5E&S	4S	15
Socorro,	15	600	15	15.50	4		S	1412.35				1	20			E	1
Taos,	7	323	8	19.21	3.6	E&S		706.97				3	120		2E&S	1S	8
Valencia,	18	811	19	26.16	3.3	3E&S	15S	1654.73				2	48			2E	2
Total Public Schools.	128	5420	143	26.25	5.1	40E&S	88S	28523.34	4	4300		31	988	7⅔	21E&S	10S	68

Total No. private schools 31, number of children in attendance 988, No. of teachers 68, English or Spanish—7 E. 14 E. & S. 10 S. School fund, $48,118.

Pueblo Indian schools 8, number of children in attendance 170, number of Teachers 10, teachers wages $50, per month, English school, fund $5,277.

Grand Total, Number of schools, 167, number of children in attendance 6578, number of teachers 221, English or Spanish—24 E. 45 E. &. S. 98 S. school fund $81,918.34.

The above statement lacks two counties of making a complete showing of the present condition of education. The statement given is based on authenticated returns from the respective counties represented; and so far, is as reliable as it is possible in the present unorganized state, for obtaining statistics. The funds, of several counties stated, is only the available fund; the amount being partly for the uncollected tax of last year; and so much as was collected this year, at the time the reports were made respectively.

Educational Progress.

Casually viewed, educational progress will hardly be admitted. A close examination and a philosophical view of the situation in all its bearings is doubtless necessary to discover progress during the past year. From information gleaned from the reports, from private sources and from the press, we find sufficient to warrant the belief, that there has been substantial progress in the cause of popular education. No small item is a growing belief among the people that schools are a necessity; and a demand for them beyond the ability of schools boards to meet the expense with the present fund. While the number of schools and the attendance is not materially different from that stated in my last annual report, there is, in the counties reported, a reduction in the ratio of teachers to pupils of ten per cent; making an average of one teacher to thirty seven pupils; in the same counties there are forty schools in which the English language is taught were there were only eighteen last year; while there has been a corresponding decrease of exclusively Spanish schools. In four different counties reported, books have been furnished to the poor children; and a healthy commencement has been made in the furnishing of school rooms with suitable furnature and apparatus. There appears also, as evinced in newspaper discussions, a concentrated move for uniformity of school books by counties at least. The discussion will doubtless result in enlarged views and it is also to be hoped in securing the latest and most approved models.

The public school system proper, of New Mexico, now only in its third year, started without a single public school house in the territory, without even a desk, blackboard or schoolbook, with no experience whatever in their organization or conduct among the masses of the people, in ten out of thirteen counties; with competent teachers scarce, and school boards, when *not* uneducated to a proper appreciation of the w[illegible]

of competent teachers, were pressed with more applications for the establishment of schools than their limited funds would provide even at moderate wages. Hence, all things considered, we confidently submit there has been substantial progress in popular education.

There is likewise a growing ambition among the youth to learn trades and every available opportunity, with the present limited number and variety of trades represented, is improved with alacrity. It is gratifying to know that the native youth show an interest and skill in the learning of trades worthy of emulation by youth who boast, and not without reason, of much higher primary advantages.

Of private schools.

There has been more marked progress in private schools relatively, than we are able to record of the public school. Thus, at the close of 1874 we find reported thirty-one of this class of schools with sixty-eight teachers where there were last year but twenty-six schools with fifty-three teachers. The reduction in the ratio of teachers to pupils is about forty per cent; making an average of one teacher to fifteen pupils or less than one half the average in the public school. On the other hand, the report this year shows five more select schools in which Spanish is taught and five less in which English is taught. Of the thirty-one select schools twenty-one are confined almost exclusively to the primary branches and ten may be regarded as academic and in the main devoted to

SECONDARY EDUCATION.

Of the latter we give the following list with details:

SANTA FE.

"St. Michaels College" under the direction and management of the "Christian Brothers", and chartered under an act of the last Legislative Assembly;—numbers five teachers, fifty-eight pupils and has an income arising from tuition and board of $7,690 00

The "Academy of our Lady of Light", under the direction and management of the Sisters of Loretto, and also chartered under an act of the Legislative Assembly numbers six teachers, fifty nine pupils and has an income from tuition and board of 7,890 99

LAS VEGAS.

Sisters of Loretto number five teachers, seventy-two pupils and an income of 4,300 00

San Miguel Collegiate Institute of Rev. J. A. Annin, which, with tuition books and stationery is free to all, has two teachers, thirty-two pupils, average attendance, and an income for the general mission work derived from the Board of Foreign Missions, except $300 local subscription. (The mission property consisting of school house, church and residence and is owned by the board.) 1,800 00

MORA.

Sisters of Loretto, number seven teachers, eighty pupils and income of	5,500 00
Christian Brothers, number eight teachers, eighty pupils and an income of	6,000 00

LA JUNTA.

Methodist Episcopal Mission School of Rev. Thomas Harwood, free to all has three teachers forty two pupils, average attendance, and a *net* income derived from voluntary contributions and for tuition and board of	1,000 00

TAOS.

Sisters of Loretto, number five teachers, fifty pupil and an income of	4,500 00
Presbyterian Mission School of Rev. James M. Roberts, free to all, has two teachers, average attendance of thirty six pupils and income for the general mission work derived from the Board of Foreign Missions, except $250 voluntary contribuation for tuition, of	1,250 00

LAS CRUCES.

Sisters of Loretto, number three teachers, twenty pupils and an income of	1,500 00
Total income of secondary schools,	$41,430 00

These schools are uniformly open ten months of the year, and include in their curriculum the higher english branches, spanish, french, german, latin and greek.

Here we wish to acknowledge the courtesy of Hon. Jose D. Sena, in furnishing the data relating to the Catholic parochial schools of the "Christian Brothers" and "Sisters of Loretto", above enumerated; and to add his qualifying note; that "the annual income of all the schools, (here referred to) except those in Santa Fe county, is estimated; and is as near correct as it could be made from the information obtainable.

NEW SCHOOLS TO BE STARTED.

Incidentally, we learn that the Sisters of Loretto are about starting schools,—one at Sapello and another at Bernalillo. At the latter place, through the munificent liberality of a citizen, suitable buildings are in course of construction for the accomodation of one of these parochial schools for secondary education.

At Las Cruces, in the catholic diocese of Bishop Salpoint, buildings are erected and nigh completed for the accomodation of St. Joseph College, to be opened in the spring.

It is proper to state that most if not all of the schools under the "Christian Brothers" and "Sisters of Loretto," receive a portion of the public school fund and supplant, measurably at least, the public schools of their respective localities. At

Albuquerque and La Junta, and possibly in other localities, the Jesuit Fathers have the controll of the public schools and are paid out of the public schools funds. In Las Vegas they succeed to the public school as soon as the contract expires with the present teacher.

The La Junta Academic School.

Professor Harwood, the only representative of the several schools whose report embodied any considerable remarks explanatory, says of his school at La Junta; that it is in its fifth year, starting with less than a dozen scholars mostly a. b. c. darians occupying a small room improvised for the time.

A good two story building has since been erected of ample size and in modern style. The school roll includes pupils from many sections of the territory and even from neighboring territories, boarding in apartments that some time since ceased to be of sufficient size to meet the increasing demands for admission from abroad. Fifteen applicants were rejected during the past year for want of room to accomodate them. Additional apartments are being added to the boarding house and hopes are entertained of soon being able to accomodate the full demand for admission. The school roll shows an attendance of seventy scholars during the year, 38 boys and 32 girls, with an average attendance of 42. While no scholar is excluded from inability to pay and the rolls show that one half the pupils are on the free list, the school receives no part of the public school fund. In closing his report Professor Harwood says: "We are determined with Gods blessing, to build up an institution of learning second to none in the Territory."

The M. E. Mission Schools.

In addition to his labors as the principle of the La Junta school during the past year, Professor Harwood has been employed as Superintendent of the Methodist Episcopal Missions of New Mexico. In the time thus engaged, we learn from his report he has established three additional mission schools; one each at Civuelita and Peralta and another at a village near Socorro. The latter place is distinctly a Mexican town without a single American resident, and the teacher, is there on invitation of the people of that village. He is furnished with subsistance, a house and is promised as much more pay as they can afford. These three schools have something over twenty pupils each and have an encouraging start.

Presbyterian Mission Schools.

Professor Annin of Las Vegas, in his report referring to the mission property at that place says:—"It seems to me it might properly be submitted to the consideration of the public or of the proper authorities, whether one who teachers a free school and incurs considerable expense to keep up the school, and in furnishing the pupils with almost all books paper, ink, etc., might not be exempt from school tax."

Professor Roberts of the Taos school says: "during the last year our school has been quite well sustained; our pupils are advancing very nicely indeed."

The incompleteness of the returns which confines information relative to the efficiency and progress of the secondary schools to general reports, with the exceptions noted, is a subject of regret.

The Pueblo Indians schools.

The last annual report of the Pueblo Agent shows 8 schools with 10 teachers, being an increase of three schools and having 228 pupils enrolled and 170 attending; an increase in attendance of 63 over last report. The average number of months taught is 8, an increase of 2 months. The branches taught were reading, writing, arithmetic and geography. Considering the short time which these schools have been in continuous operation, commendable progress has been made. Of school houses, one is owned by a pueblo village, four are rented and three the use donated. With the exception of $300 paid by the board of missions—the school fund is paid by the government. Under the efficient management of the late agent, Mr. E. C. Lewis, an increased interest in schools was awakened among these Indians and before the fiscal year was completed he found three applications for schools on his hands which he was unable to supply for want of funds and from a source where they had previously refused to have schools except in Spanish. The interest evinced by these semi-civilized people in the education of their children, is specially interesting at this time when their tribal relation possibly may be exchanged for that of citizenship.

It is likewise well in this connection to mention the recommendation of Agent Lewis, in his last report, for the establishment of a training school for the education of native teachers not only in the English tongue, but likewise in the mechanical arts; one object being to separate the pupil from daily intercourse with his tribe and to substitute daily and exclusive intercourse with English speaking people. In this manner, teachers could be supplied who were familiar with their native tongue as well as the English language and a much greater efficiency given to the schools and to the development of the mechanical arts. It is due to the cause of civilization among these indians to express a hope that the recommendations of the late agent, in this particular at least, will receive favorable attention at the hands of the government before the responsibilities of citizenship are legislated upon them. No intelligent person at all acquainted with the people of this territory but what will fully recognize that the percentage of illiteracy is deplorably high already, and that it could hardly be otherwise than suicidal to increasing it with the addition of several thousand pueblo indians, not one of whom, among the adults at least, can either read or write the English language or any other language for that matter.

Schools among the Navajo Indians.

The reservation for this tribe is equally divided between New Mexico and Arizona. While Ft. Defiance, the headquarters of the agency, is situate over the line into Arizona the communication with the military and the outside world is in and through New Mexico. The agency is associated with this territory by the government for all purposes, hence may properly be mentioned in this connection. The treaty between the government and the Navajos require a school teacher and school house with books and aparatus for each thirty children that can be induced to attend school. There are on the rolls 3000 children belonging to this tribe. The work of organizing these schools began about two years ago. From Agent Arny, we learn there has been two schools organized and are now in successful operation with one teacher each and an attendance of about thirty pupils each. One of these schools has for its object education in the English language and is attended by both Mexicans and Indians; the other school is industrial and is doing much towards giving practicable experience relative to agriculture and the mechanic's arts. There are some thirty pupils that can read in their first reader. Other schools are about being establish and will be increased in numbers, as required by treaty stipulation as fast as parents can be induced to send their children, and until schools are provided for the whole number.

Legislation Needed.

It is much easier to find fault than to carry out systems of schools already established and much more difficult to glean the essential provisions of the American sytems and practically adopt them to the peculiarities of New Mexico. However well planned a school system, it is a work of time to make it effective under favorable circumstances and much more so with a people so very generally unused to school systems of any kind. It is not worth while however to despise the day of small things, but to take encouragement so long as progres is apparent and push on. To this end there is need of further legislation.

First.—An increase in the salary of the Superintendent of public instruction and with such qualifying clauses as would secure experience and competency, to the end that modern free schools may be established on a permanent basis.

Second.—Vesting such superintendent with discretionary power and authority in details of organizing the schools, of reports to be made and in the qualification of teachers.

Third.—Legislation that will authorize the organization of school districts where there are sufficient population, insuring to them an equitable share in the school fund and the granting to them the power of voting local taxes for the purpose of building school houses, purchasing furniture and apparatus and the supplying of any deficiency in the public school fund necessary to the securing an efficient free public school for ten months of the year.

Fourth.—A normal school for the education of teachers, located at some central point and working on the model of those in Illinois, Wisconsin or other of the states in which the greatest progress in free schools has been made.

Fifth.—It should be made the duty of chief school officers to look well to the standard of qualification of teachers including morals, intelligence and experience, and to admit no teacher unless he or she was unexceptionable in morals, and amply advanced in other essentials to meet the demands of the school in which employment was to be given. To this end competent school officers should be designated by law to frequently visit the schools and to make examinations and report on the progress made. Teachers should be held to a strict accountability; and, we repeat, morality should constitute a distinct factor in their composition.

Sixth.—Girls should have equal chances in every particular with boys in school advantages.

Improvements needed.

The schools are embarrassed for want of suitable accomodations and other items, the necessity of which, are recognized, and for want of funds necessarily remain unsupplied; but are being, and will in most cases be supplied as fast as practicable. Chief of these is the want of proper school buildings furnature and apparatus. While probably more schools have been started, than are made efficient with the school fund at hand, there are still in the territory nearly double the number of children without the advantages of schools of any kind than there are children on the school rolls. The remedy for this will be found in a more faithful assessment and collection of taxes; and an equitable distribution of the school fund accompanied by the local right to vote an additional tax. Evening schools might be made advantageous for adults in the towns and neighborhoods when the population is sufficiently numerous. Parents could do a good service by visiting the schools, and thus lending encouragement by their presence and affording to them an opportunity to judge understandingly of the efficiency of the teacher. who holds so intimate a relation to the future well being of their children. Many boys of a tender age are kept employed as herders and in other occupations during the summer months when they should be attending school. Good free public schools are a necessity in every community from whatever stand point viewed. If the territory is to be made to keep pace with the enterprise and progress of the day, certainly we must have good free public schools; emigration, skilled labor and capital cannot be expected in any considerable force where they do not exist.

Schools of Mines.

The great variety and richness of the mineral deposits and the immensity of wealth in these latent resources, should long since have prompted the establishment of one or more schools

of mines in the territory. No country affords a better opportunity for the practical study of mineralogy; and no country would receive a greater proportional benefit from the establishment of such school. The interests involved would seem to make them worthy of favorable consideration by the legislature.

During the past year two public school houses have been added at an expense of $1500 and $500 respectively. The school terms very from one month to twelve months.

Not to exceed one quarter of the schools arise above primary instruction.

The highest teachers wages paid from the public fund is $50 per month. In a few instances this amount is increased by private subscription. The lowest wages paid is $10 per month. The school terms for the year vary from one month to twelve months.

Girls not admitted.

Girls are not generally admitted to the public school. This arises from a belief quite generally prevailing in the territory that there should be separate schools for girls; and not from indisposition to provide for them. In Mora county, if we are correctly informed, separate schools have been established for girls. Girls are also provided for from the public funds wherever the schools of the "Sisters of Loretto" have been established. Mixed schools are the rule in Colfax and Grant counties and it is possible there are other mixed schools in the territory of which we have no knowledge.

Speaking of this class of schools, Jean Paul Ritcher says: "To insure modesty, I would advise the educating of the sexes together; for two boys will preserve twelve girls, or two girls twelve boys, innocent, amid winks, jokes and improprieties, merely by that instintive sense which is the forerunner of matured modesty. But I will guarantee nothing in a school where girls are alone together, and still less where boys are."

School Finances.

The amount of the available public school fund for the last year gleaned from the reports of all but two counties is $28,523.34, being about $1,200 less than the amount reported for the whole territory last year. It would seem that under the greatly reduced exemptions and the stringent law of 1874 for the collection of taxes, that the available school fund should have been considerably more than that of the year previous. Thus, on examination of the assessment roll we find the whole amount of the assessment for 1874, for both real and personal property, after deducting exemptions and including the county of Lincoln as assessed in 1872, amounts to $7,603,772, (an assessment, by the way, less than one third the amount that it should be as we are credibly assured, and considerably less than one half the amount of the assessed valuation of the

territory of Colorado before there was a rail road within its bounds). One quarter of one per cent, being the amount of the property tax for school purposes, the amount under the above assessment should be $20,079.55

Taking the number of votes polled at the last general election; being some 25 per cent less than the actual number of voters in the territory, as the amount practicable to collect and we should have from this source for the school fund 17,092.00

Amount of school fund if all collected $37,171.55

Thus the school fund for 1874 is $9,500 less than it should be under a very low assessment. The collection of revenue by tax on real property, like the school law, is new; indeed, was enacted the same session of the latter; and also like the school law will probably require a little time to reduce to an approximately thorough working. Hence, we have a right to expect the school revenue to increase from year to year. If Colorado with a population of 39,864 before railroads had reached the territory, had an assessed valuation of over $16,000,000 we are certainly within the bounds of probability to estimate the assessable value of property, real and personal in New Mexico with a present population clearly over 100,000, at $25,000,000. If such estimate is correct;—and who has a right to question its correctness, if New Mexico is entitled to become a state and is capable of maintaining the expense of a state of the Union; as her people generally believe the fact to be; we say, if such estimate is correct, the school fund of New Mexico to-day should be $80,000 in place of the insignificant amount now paid into the treasury for that purpose. That it is destined to reach that amount and more, in a very few years, under the present percentage we hardly think will be seriously disputed. Manifestly, there has been a neglect, if not an absolute dereliction of duty, on the part of the revenue officers, of the territory.

The disbursements of the school fund of the territory is as follows:

School house and grounds, Santa Fe,	$1,500 00
Paid for rent of school rooms,	1,443 50
Teachers wages,	18,639 35
Per diem of school board (an illegal charge, as will be seen by reference to law of 1874,)	656 50
Books, furniture and incidental expenses.	2,405 72
Total disbursements,	$24,645 07

Rent of schools rooms, school furniture and incidental expenses, are in very many cases either donated by individuals or paid by local subscription.

School Officers.

The Presidents of the schools boards and chief executive officer of the respective counties are as follows:

County.	County seat.	Chief School officer.
Bernalillo,	Albuquerque,	Mariano S. Otero.
Colfax,	Cimarron,	E. F. Mezeck.
Doña Ana,	Mesilla,	Pablo Melendres.
Grant,	Silver City,	John A. Ketcham.
Lincoln,	Lincoln,	L. G. Murphy.
Mora,	Mora,	Dolores Romero.
Rio Arriba,	Plaza Alcalde,	Juan Garcia.
Santa Ana,	Peña Blanca,	Andres C. de Baca.
Santa Fe,	Santa Fe,	G. Ortiz y Alarid.
San Miguel,	Las Vegas,	Lorenzo Lopez.
Socorro,	Socorro,	Matias Contreras.
Taos,	Fernandez de Taos,	Aniceto Valdez,
Valencia,	Tome,	Manuel A. Otero.

The Peabody Fund.

In 1866 that liberal philanthropist, George Peabody, made a most munificent donation ($2,000,000,) to a board of trustees for the promotion of Education in the South, without restriction of race or condition. Through this fund Education in many of the Southern States has taken great strides in advance. As this fund was doubtless intended to ameliorate the condition of a country in which the column of ignorance had been largely augmented, in the body politic, by conferring the rights of franchise upon the late slaves, and as New Mexico comes within the South and within the conditions named; it would seem that she too ought to be considered in the distribution of the Peabody Fund.

W. G. RITCH,